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ABSTRACT

This module is designed to help the learner develop a present process of delivery for a learning activity developed by the Florida Parent Education model. The module begins with a prospectus that explains the purpose of the Florida Parent Education Model and the reason for creating this module. Four enabling objectives are included, each of which contains (1) the rationale, (2) the terminal objective, (3) a pre-test, (4) activities to complete, and (5) a post-test. Attached to the module are two papers to be read as a part of the activities, and a bibliography. (RC)

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FOR INSPECTION ONLY

Module

Delivery System

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NATIONAL INSTITUTE OF EDUCATION

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SP009 634

A Delivery Process in Parent Education
Prospectus

The fundamental purpose of the Florida Parent Education Model is the involvement of parents, particularly the mother, in the education of their children. This includes participating in policy-making committees and periodically visiting the child's school classroom. More importantly, it means that parents come to appreciate their roles as teachers of their own children in the home. Hence, although the ultimate target of the Parent Education Program is the child, the primary target is the parent.

The school is an important agent in parent education. The line of communication between the school and the home is the home visit cycle. This cycle begins when the classroom teacher and the parent educator (P.E.) - a paraprofessional who assists the teacher in the classroom and also visits parents at home - select a learning activity (task) for a particular child in the classroom. The teacher presents the task to the P.E. following a basic prescribed pattern and using selected teaching behaviors that the P.E. is to follow when she presents the task to the mother. The P.E. then visits the home and presents the task to the mother following the same pattern. During the week following the home visit, the mother works with the child. On the next home visit the P.E. discusses the previous week's task before presenting a new task.

The basic pattern for presenting the task in all interactions described here is referred to as the delivery process. It includes the order of presentation, the teaching behaviors involved (known in the Florida Parent Education Model as the "Seven Desirable Teaching Behaviors"), provisions for practice, and evaluation and modification elements.

It should be recognized that the task, while it may have educational importance in and of itself, is mainly considered a vehicle by which the

P.E. can help the parent develop teaching skills. The task may be centered around various subject matter content, but in working with the parent, the P.E. stresses the process of delivering the task rather than the content of the task. It is also hoped that as the parent becomes more skillful and confident in presenting the tasks to her child the process will generalize to other types of non-school learning activities.

This module is designed to help you develop a process of delivering a learning activity developed by the Florida Parent Education (FPE) model.

The terminal objective for this module is:

> The participant will present a learning activity to another person following the delivery pattern of the Florida Parent Education Model and using a subset of the Seven Desirable Teaching Behaviors appropriate to the situation so that the second person can present the task to a third person.

In preparation for meeting this objective, you will participate in activities which will enable you to:

1. Distinguish the Seven Desirable Teaching Behaviors (7DTB's) from other teaching behaviors;
2. Demonstrate selected subsets of the 7DTB's;
3. Present a learning activity using selected subsets of the 7DTB's and following the FPE pattern.

Since each element builds upon and includes skills developed in prior elements, a pre-test will aid you in determining your current skills and needs. The pre-test will be followed by a conference where a decision will be made as to:

1. Whether you should go on to the next element or;
2. Select from a number of activities designed to help you meet the objectives of the present element.

When you complete the activities in an element, a post-test will help

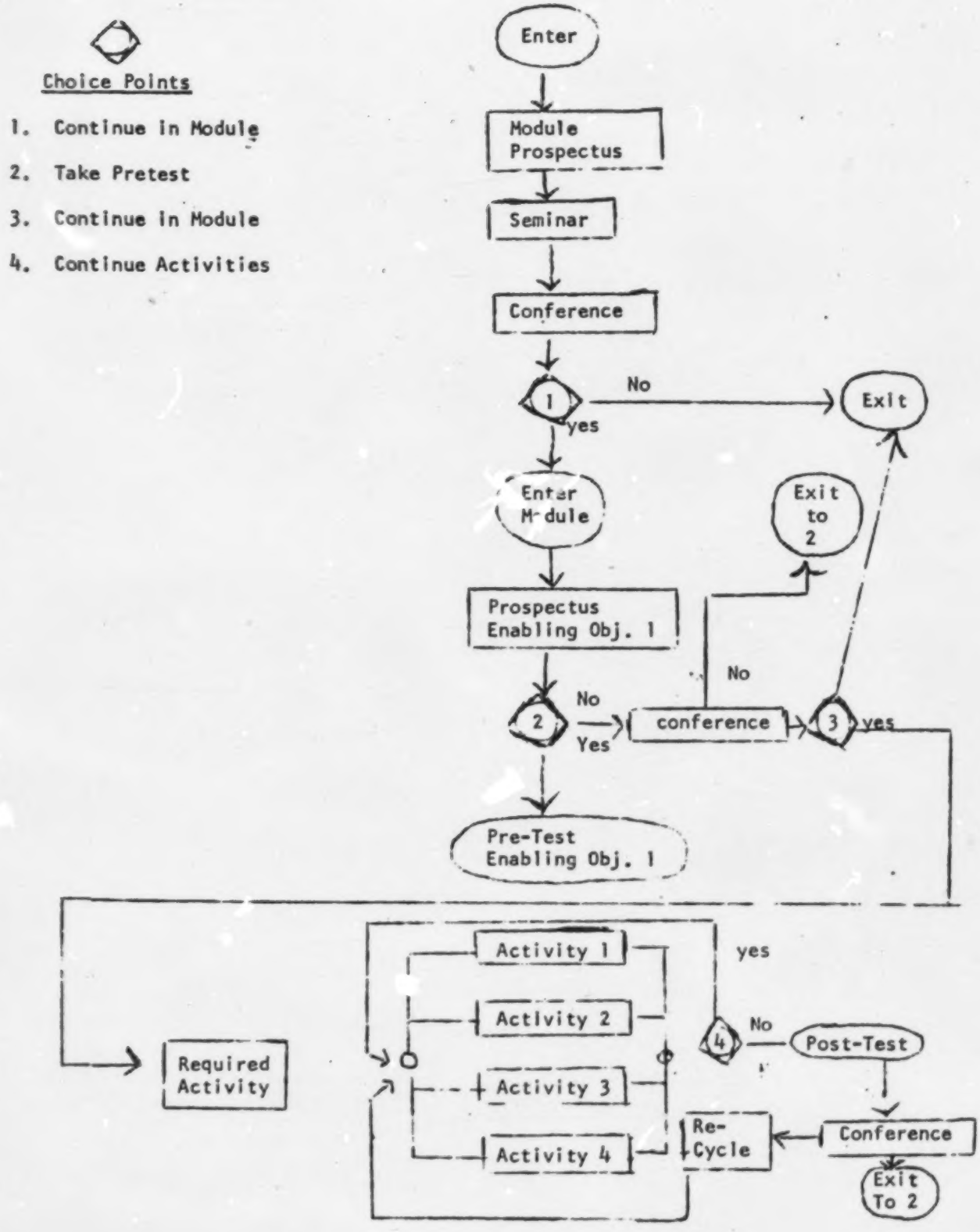
you assess your degree of competency for either going on to the next element or completing additional activities.

Activities will include seminars, readings, video tapes, small group discussion and practice sessions, micro-teaching, role playing, simulations, observations, and evaluation sessions.

Now that you have read this prospectus, you will meet in a seminar to discuss the module and to ask questions.

Following the seminar, you will arrange a conference with the instructor to discuss plans for proceeding through the module.

A flow chart of the module is on page 4.


Choice Points
1. Continue in Module
2. Take Pretest
3. Continue in Module
4. Continue Activities
Enter
Module Prospectus
Seminar
Conference
1
No
Exit
yes
Enter Module
Exit to 2
Prospectus Enabling Obj. 1
No
2
No
Yes
conference
3
yes
Pre-Test Enabling Obj. 1
Activity 1
yes
Activity 2
4
No
Post-Test
Required Activity
Activity 3
Re-Cycle
Conference
Activity 4
Exit To 2

Enabling Objective I
Identifying the 7DTB's

Rationale

This objective is designed to help you identify examples of teaching behaviors designated by the FPE Model as the 7DTB's. The ability to discriminate among various behaviors in others should help you become more aware of your own behaviors and also help you develop keener observation skills which are valuable in helping another recognize and modify ineffective behaviors. You should also become aware of how certain types of behaviors foster certain kinds of cognitive growth on the part of the learner.

Terminal Objective

The terminal objective for this element is:

> The participant will distinguish with 100% accurracy the 7DTB's from other teaching behaviors in video tape episodes or in a simulated role playing setting.

Pre-test

Obtain from your instructor video tape Pre-test: Enabling Objective I and an answer form. Follow the directions on the answer form for completing the pre-test.

Option: If you do not choose to take the pre-test, arrange a conference with your instructor.

Activities

The following activities are designed to assist you in meeting the terminal objective for this element. Do #1 and select any of the others you feel will help you.

1. Read the paper, "The Seven Desirable Teaching Behaviors" by Ware and Brown. (See attachment A)
2. View the video tape, "The Seven Desirable Teaching Behaviors" by Greenwood and Sheppard.

3. View tapes of Teacher-PE Conferences and home visits: practice identifying the 7DTB's. (May be done with one or more other participants completing this element).

4. Arrange a conference with a teacher, a PE, or a staff member of FPE to discuss the 7DTB's.

5. Observe a T-PE Conference or home visit and identify the behaviors used.

Post-Test

Obtain from your instructor video tape Post-test: Enabling objective 1 and an answer form. Follow the directions on the answer form for completing the post-test.

Enabling Objective 1
Pre-test
Answer Form

Directions: Video tape Pre-test: Enabling Objective 1 is made up of 10 brief teaching episodes. Seven of these episodes are examples of the 7DTB's specified by the FPE Model. Three are behaviors not deemed "desirable." The 7DTB's are listed below and lettered A-G. Following are ten blanks which are numbered 1-10 and which correspond to the ten episodes on the tape.

View each episode in order, and in the space for each episode write the letter of the desirable teaching behavior which corresponds to the behavior shown in the episode. Write an "X" if the behavior is not an example of one of the 7DTB's. You will have 10 seconds between episodes to mark your answer. You may want to spend a few minutes becoming familiar with the list of 7DTB's before beginning the tape. Stop the tape at the end of episode #10. Criteria is 100% accuracy.

7DTB's

A. The teacher elicits questions from the learner.

B. The teacher asks a question that has more than one correct answer.

C. The teacher asks a question which can be answered with more than one word.

D. The teacher praises the learner when he does well or corrects learner in a positive or neutral manner when he is wrong.

E. The teacher has the learner evaluate or make judgments on the basis of evidence and/or criteria rather than by random guessing, chance, luck, authority, etc.

F. The teacher gives the learner time to think about the problem.

G. The teacher presents an introduction or overview and gives the learner time to become familiar with activities before proceeding with the activity.

(Begin Tape)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

(Stop Tape)

When you have marked all blanks, advance the video tape to answers for Enabling Objective #1 Pre-test and mark your answers.

Arrange for a conference with your instructor. Take this answer sheet with you.

Return the video tape immediately.

Enabling Objective #2
Demonstrating the 7DTB's

Rationale

Now that you know the 7DTB's and can distinguish them from other teaching behaviors, the next step is to be able to demonstrate these behaviors in various teaching settings. This entails recognizing that each of the 7DTB's represents and subsumes a broad class of more specific behaviors, developing these in your own behavioral repertoire, and using them in your teaching. In the process of analyzing each general behavior in detail, practicing these behaviors, observing and evaluating others performances and discussing the use of these behaviors, you should become able to demonstrate any one or a combination of these behaviors in presenting a learning activity to another.

Terminal Objective

The terminal objective for this element is:

> Given a list of 4 of the 7DTB's selected at random, you will use each at least once in presenting a learning activity to another person. Criterion is instructor judgment or group concensus.

Option: If you do not choose to take the pre-test, arrange a conference with your instructor.

Pre-test

A. Arrange a conference with your instructor to do the following:

(1) secure the list of 4 of the 7DTB's chosen at random.

(2) select a learning activity. (a) choose from a number of learning activities available from your instructor, or (b) secure your instructor's approval to use one you will develop.

(3) set a time for the pre-test.

(4) select a method of presentation: (a) Present activity to instructor; (b) present activity to another person chosen by the instructor

(c) present activity on video tape, to a person of your choice, but with no prior practice of the activity with the person.

(5) decide on a method of evaluating performances: (a) May be instructor's judgment. (b) May be by a group of not less than three other participants who reach unanimous agreement.

(6) Criteria: use paper "The 7DTB's" as criteria reference.

B. Following the Pre-test, arrange a conference with your instructor to discuss the results and and future progress through the module.

Activities

The following activities are designed to assist you in meeting the terminal objectives for this element. Do #1 and any of the others you feel might be helpful.

1. View the video tape "A Delivery Process in Parent Education" by Brown and Ware. Read the guide sheet which accompanies the tape.
2. Readings related to questioning techniques and behavior modification (praise, punishment, correction, etc.) (See attached Bibliography C)
3. One-to-one practice sessions with a fellow participant.
4. Seminar to discuss the 7DTB's.
5. Small group sessions to draw 7DTB's at random, demonstrate before the group, and have group evaluation.
6. Conference with a teacher, PE, or staff member who has had experience with the 7DTB's.
7. View tapes of teacher-PE conference or home visits for examples of the 7DTB's.
8. Make a home visit with a PE.

Post-test

Same as pre-test. The list of 4 will be selected at random, and the task must be different.

Enabling Element 3

Rationale

This element is designed to enable you to present a learning activity to another person following the FPE model delivery pattern and using the 7DTB's. This delivery pattern was developed specifically to facilitate the teaching of a task by one person to another using certain behaviors so that the second person would not only learn the task, but would also model the behaviors in later teaching of the task to a third person. It is necessary, therefore, that not only must one know the 7DTB's and be able to omit them, but one must also know the steps in the delivery pattern and be able to present a task to another following this pattern. The step-by-step sequence of the pattern provides for presentation, practice, feedback, evaluation, and modification.

Terminal Objective

The terminal objective for this element is:

> The participant will present a learning activity to another person following the FPE delivery pattern and using an appropriate subset of the 7DTB's. Criterion is instructor judgment or peer group concensus.

Note: If you do not choose to take the pre-test, arrange for a conference with your instructor.

Pre-test

This pre-test is divided into two parts:

Part I: Describe orally or in a written outline, the FPE model delivery pattern. That is, tell how Person A would teach a learning activity to Person B so that Person B could then teach it to Person C. Your description must meet specified written criteria.

(If you succeed with this part, you may proceed to Part II. Otherwise,

arrange a conference with your instructor to discuss your progress through this element.)

Part II: Using a learning activity you have developed or selected, present it to another person following the FPE model delivery pattern and an appropriate subset of the 7DTB's. Criterion is instructor judgment or the unanimous agreement of a 3-member peer group using specified criteria.

Instructions for completing Pre-test:

A. Arrange a conference with your instructor to do the following:

1. Present to him your answer to Part I.
   a. Written in outline form.
   b. Orally on audio tape.
   c. Orally in person.
2. If you do not pass Part I, discuss activities to be completed.
3. If you pass Part II, arrange with your instructor to select:
   a. A time for demonstrating Part II.
   b. A method of presentation.
      (1) Present activity to instructor
      (2) Present activity to another person chosen by instructor
      (3) Present activity on video tape to person of your choice with no prior practice with that person.
   c. A method of evaluating
      (1) By instructor using specified criteria.
      (2) By a 3-member peer group using specified criteria.
   d. Criteria: Papers: 7DTB's and FPE model pattern.

B. Following the pre-test, arrange a conference with your instructor to discuss results and future progress through the module.

Activities

The following activities are designed to enable you to meet the terminal objective of this element. Do #1 and any of the others which you feel will help you.

1. Read the paper "The FPE Model Delivery Pattern" by Dr. William Ware. (See attachment B)
2. View video tapes of or observe live T-PE conferences or home visits. Using the pattern outline in Ware's paper, analyze the pattern of the participants.
3. Arrange small group practice sessions. Let each present a task using the pattern and let others evaluate the presentation.
4. Make video or audio tapes of your own presentation of a task to another. Analyze them yourself.
5. Optional seminar to discuss the delivery pattern.
6. Interview teachers or PE's for viewpoints and advice about the delivery pattern.
7. Can you suggest additional activities?

Post-test

The post-test is similar to Part II of the pre-test. The learning activity, person to whom the task is taught, and raters must be different.

Enabling Element 4

This element is the culminating one for the module. The terminal objective for this element is the terminal objective for the module, which is:

> The participant will present a learning activity to another person following the delivery pattern of the FPE model using an appropriate subset of the 7DTB's so that that person can then present the task to a third person following the same process.

This objective, while similar to that of Enabling Element 3, differs from it in that the person to whom you present the task must then teach it to a third person. You will be evaluated in terms of how well the person to whom you teach the task teaches it to another.

There will be no pre-test for this element, only the terminal test. Also, there will be no activities listed for this element. If you do not pass the terminal objective, you and your instructor should choose from among the activities in other elements.

Evaluation of Terminal Objective

A. Arrange with your instructor to select:

1. A time for the evaluation
2. Method of presentation
    a. Live
    b. Video tape
3. Persons "B" and "C"
4. The learning activity you will use
5. Method of evaulation (Person B will be evaluated by some specified criteria used in Enabling Element 3)
    a. By instructor
    b. By 3-member peer group approved by instructor

B. Following the evaluation, arrange a conference with your instructor to discuss the results.

1. Pass = exit
2. Not pass = recycle for additional activities

A

The Seven Desirable Teaching Behaviors
Selected by the Florida Parent Education Model
by
William B. Ware

In any teaching-learning situation, the teacher selects a variety of techniques and omits a variety of behaviors-some which are effective and some which are not. Effective behaviors are usually those which are tied to specific purposes or objectives, which have some theoretical and empirical bases, and which are consistently applied in harmonious combination.

The behaviors selected by the FPE Model and labelled the 7DTB's meet these criteria. This list is not intended to be exhaustive, but simply to serve as a foundation representative of a process orientation to parent education. These behaviors are applicable to all teaching situations, especially those designed to foster the higher levels of cognitive thinking necessary for complex problem solving.

These seven behaviors are listed below in outline form. For each general behavior is given: (1) a few examples of more specific, discrete behaviors which can be considered as evidence that the behavior has been omitted and which can be helpful in distinguishing each general behavior. (2) suggestions for creating an appropriate teaching-learning situation.

1. The teacher elicits questions from the learner.
    a. The learner asks questions.
    b. The teacher encourages the learner to ask questions. A situation should be created in which the learner feels free to ask questions and in which all sincere questions are welcomed. The teacher should allow the learner to explore novel situations, and even present the learner with ambiguous situations.
2. The teacher asks questions that have more than one correct answer.
    a. The teacher asks "How do you feel?"

b. The teacher asks 'What would you do?"

c. The teacher asks "If ... then?" questions.

d. The teacher asks questions based on answers given by the learner or statements made by the learner.

The preference is for open-ended questions rather than closed-ended questions having more than one correct answer require thought before answering. Use of open-ended questions leads to one integrated interaction and involve the learner more fully in the interaction.

3. The teacher asks questions with more than one-word answers, and encourages the learner to enlarge upon his response and to use complete sentences.

a. The teacher avoids "yes" and "no" questions.

b. The teacher uses 'Tell me about..." and 'Tell me more..." statements.

c. The teacher encourages the learner to speak in complete sentences.

d. The teacher asks 'What else?" questions.

e. The learner speaks in complete sentences in response to questions or suggestions by teacher.

The emphasis is clearly on language development. This behavior focuses on sharpening communication skills.

4. The teacher praises the learner when he does well or even takes small steps in the right direction, and lets the learner know in a positive or neutral manner when he is wrong.

a. The teacher says "Good", "Fine," 'That's right," etc. when the learner makes an appropriate response or a response approaching or approximating an appropriate one.

b. When the learner makes an inappropriate response, the teacher says "Are you sure?" 'Would you like to do that again?" "Let's think

about that a little more.", etc.

c. The teacher does not accept incorrect responses, but avoids criticism and sarcasm when they are given.

This behavior is mainly concerned with the positive reinforcement of appropriate responses. A feedback function is emphasized in that the learner is corrected in a non-directive, non-primitive fashion.

5. The teacher has the learner evaluate or make judgments/choices on the basis of evidence and/or criteria rather than by random guessing, chance, luck, authority, etc.

   a. The teacher asks "Why?"

   b. The teacher asks "How do you know?"

   c. The teacher asks "What about this?"

   d. The teacher suggests that the learner "Try it out and see."

   e. The teacher suggests "Let's do it (read it, look at it, etc.) again."

   f. The learner gives reason for or cites evidence for response.

   g. The learner asks for reason for statement or answer by teacher.

The emphasis here is toward more self-directive behavior. The learner becomes more independent and moves in the direction of critical thought.

6. The teacher gives the learner time to think about the problem, and is not too quick to help.

   a. The teacher encourages the learner to think before proceeding.

   b. When the learner is stumped, the teacher suggests alternatives or asks additional questions rather than providing the answer.

   c. The teacher pauses for a short time after asking questions or giving directions.

People functioning in an instructional capacity often are too impatient to give the learner time to think. In the interest of efficiency, the teacher

may press on, eliminating some higher-level thought processes of the learner. The use of this technique is well suited in problem solving situations. Teachers must learn to sit on their hands and button their lips now and then.

7. The teacher gives the learner an introduction or overview, and allows time for him to become familiar with materials.
    a. The teacher tells the learner the nature of the activity and its purpose.
    b. The teacher gives instructions on how to do the task.
    c. The teacher gives the learner time to examine materials.
    d. The teacher asks the learner if he has questions about the task or materials.
    e. The teacher answers questions by the relative to the introduction.

This behavior is included because differences have been noted in the styles of task presentation when viewing video tapes of instructional activities. There appears to be a positive relationship between the adequacy of the introduction and the success of the presentation. Also, there is much discussion in the theoretical literature which suggests that an introduction or an overview greatly enhances the degree of learning.

- B

The Florida Parent Education Delivery Pattern

by

William B. Ware

Initially, the Florida Parent Education Program placed heavy emphasis on simply gaining entrance into the homes. From there the emphasis shifted to the development of tasks. A standard task format was devised and criteria were established against which tasks could be compared. After continuing in this manner for some time, it became apparent that something was wrong with the system. Video tapes of home visits revealed that some tasks not measuring up well on the criteria for tasks were very successful tasks. On the other hand, other tasks which fared well in terms of task criteria did not work well. The Florida personnel began to realize that they had been violating one of their basic principles; they had been looking at the product (the task) separate from the process (the delivery).

With this sobering realization, a committee was established to look at the process of task delivery. The specific job of the committee was to select a small number of teaching techniques or Desirable Teaching Behaviors representative of good teaching practice. These techniques would be relevant to all phases of the delivery system for the following reason: video tapes of entire cycles revealed a strong modeling effect. This was a strong tendency for the P.E.'s to present the tasks to the mothers in the same way as the teachers presented the tasks to them. In turn, the mothers tended to present the tasks to the children as they were presented to them. In each phase of the system the person teaching appeared to serve as a model for the learner. Stated another way: video tapes provided strong evidence confirming the old adage, "We teach the way we are taught."

Thus, the evidence suggested that the nature of the task delivery may be the crucial variable in the success of the task. While it is still important

to begin with a sound task, the delivery process must be given primary attention. As such, seven teaching behaviors were selected and labeled the Desirable Teaching Behaviors. These teaching behaviors are relevant not only to the mother-child interactions, but are also appropriate for teacher-child, parent educator-child, parent educator-mother, and teacher-parent educator interactions.

These seven teaching behaviors serve as a foundation for the process of delivering learning activities. The focus of the delivery process is upon teaching others to use these teaching behaviors when teaching a third person. Initially, attempts were made to build these behaviors into the delivery system strictly by the "modeling effect" mentioned earlier. It was felt that if the teacher used the behaviors, the learner would naturally use them also. The evidence was strong to the contrary. Under such conditions, very little "transfer" occured. Modifications were made which greatly improved the delivery process. According to the experience of the staff at the University of Florida, the delivery pattern giving the greatest successful transmission may be typically as follows:

1. Person A wants to teach Person B how to teach a task to Person C.
2. Person A gives an introduction to the task, explaining what the task is about while allowing Person B to examine any materials which will be used in the task.
3. Person A then moves directly into a demonstration of the task. Person A goes through the entire task, involving Person B at all times. Person A uses some of the Desirable Teaching Behaviors. This interaction is a role playing, in which Person A is modeling a role for Person B to follow at a later time (when teaching Person C). Person B is playing the role of the learner.
4. After presenting the task, Person A gives a summary of the interaction, particularly emphasizing any uses of the Desirable Teaching Behaviors.

5. At this point, there is a reversal of roles: Person B presents the tasks to Person A. During this period of time Person B practices the delivery of the task while Person A takes the role of a learner. At the same time, Person A observes the teaching behavior of Person B. This phase of the interaction gives Person A an opportunity to evaluate his teaching of Person B. Person A may also offer suggestions and "role play" problems which will enable Person B to learn how to present the task.

6. Person B then assumes the role of the "teacher" and begins the cycle again, teaching Person C how to teach the learning task to another person (perhaps the child of Person C).

C

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